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ABSTRACT

In consonance with its goal of improving research library performance through assisted self-study, information gathering and dissemination, staff training and development programs, and consultation services, the Office of Management Studies reports highlights of its activities in the Academic Library Program, the Academic Library Public Service Study, the Academic Library Consultant Training Program, the Preservation Program, and the Circulation Study Project. The details of its activities in the areas of the academic library program, information exchange, organizational training and staff development, and a priority listing of 1981 goals are presented in separate sections of the report. Appendices include a bibliography of OMS publications in 1980, a financial report, a directory of OMS advisory committees, and a personnel listing of the OMS staff. (RAA)

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Annual Report 1980

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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I. INTRODUCTION

In 1980, the Association of Research Libraries' Office of Management Studies completed its tenth year. Throughout its existence, the Office has addressed the challenge of improving research library performance through assisted self-study, information gathering and dissemination, staff training and development programs and consultation services. Because the establishment of the OMS coincided with the beginning of a new decade, the tendency to assess its accomplishments within the general complexion of the seventies is almost irresistible. During this ten-year period, economic, political and social trends heavily influenced the resources and performance of research institutions and their libraries. Higher education, a relatively affluent sector in the sixties, had to face the challenges of changing demographic patterns, economic adversity and an intensive societal examination. These trends also have impacted research libraries more than ever before.

Each university and each research library has had different experiences and different problems. Yet to a degree it is possible to specify a set of critical areas of choice for library administrators as we enter the new decade. These choices occur in all sectors of operations, and they are interrelated. Collection development philosophies and patterns are affected by budgetary changes, but also by the available expertise of staff members and inter-institutional collaboration. Similarly, there is a relationship between staffing and the array of services to be offered -- but there are hard choices to be made among relative allocations for staff, collections and services. Technology, although it makes expanded services possible, absorbs staff and financial resources. And inter-institutional collaboration, while desirable, may produce problems when it conflicts with local needs. Balancing a set of such demands within a constricted budget while taking into account the aspirations of staff, students, faculty and administration has been the story of the latter seventies.

The habit of thinking in arbitrary time spans, however, can be a dangerous strategy. The tendency to separate decades implies a concentration on change rather than continuity. Yet it is continuity that shapes most activities. It rarely is possible to forecast the general complexion of the years ahead, but it is important to adjust to traceable shifts. In the context of the OMS operation, many of the needs of the seventies have still to be met, but it has become essential to change the mode of response. A balance of modification and innovation in addressing institutional needs is required at a time when there are repeated pressures to examine, to justify and to formulate measurable results for all programs.

The basic OMS approach to assisting the analysis of research library problems evolved during its first years of operation. It is summarized by the assisted self-study method, which engages the library staff in analyzing library operations and suggesting possible improvements. This methodology was first used to address general management issues but it has been applied to the study of collections, preservation and public services issues as well.

Briefly, assisted self-study proceeds under the following assumptions. First, libraries exist within rapidly changing environments, and to be effective, organizations must undertake periodic reassessments that lead toward administrative and organizational change. Second, the persons best qualified to undertake the analysis are those who are highly involved in both day-to-day operations and long-range planning or who are representative of the library's constituencies. Third, it is essential to proceed under the assumption that the commitment exists to produce a study that will have measurable and pragmatic results. The third assumption is fully tested by OMS staff before the self-study process begins.

Library directors have found participation in the assisted self-study programs useful for a number of reasons:

1. Momentum. A systematic assessment of a variety of major, complex and often highly political problems often serves to generate the required momentum for change.

2. Understanding and Motivation. Involvement of library staff in issues analysis is often instrumental in producing an understanding of existing pressures, and the experience can act as a motivating force.

3. Assessment Program. Review is desirable when some changes in priorities or emphases appear probable.

4. Recognition. The study process can serve to identify a variety of personnel and administrative concerns as well as to provide a rationale for action.

5. Staff Development. Participation in the self-study process builds skills, abilities and knowledge of library staff. This improved understanding of the organization can lead to better job performance over time, and benefits the profession as a whole by promoting general improvement for both organization and staff.

6. Involvement. For many library staff members, the self-study process provides a rare opportunity to influence organizational change and programs.

Two other components of the OMS approach are its informational and staff training and development programs. Collection and dissemination of information through the Systems and Procedures Exchange Center (SPEC) allows libraries to assess a range of possible institutional approaches and responses to particular issues. The training program helps academic libraries equip their staffs with the skills and abilities required for improved performance. In all OMS programs, a major emphasis is upon direct consultation and assistance to individual librarians, under the assumption that an assessment of specific needs in a particular situation is the method best suited to their resolution even where problems appear to be similar.

During the past few years, several new programs have evolved partly from research, study and training activities, and from staff experience and expertise. However, innovative aspects of programs also have been fostered by ARL Executive Office leadership, the counsel of advisory committees and the advice of funding agencies. Four recent initiatives are particularly noteworthy.

The assisted self-study strategy has been extended to address the changing needs of the early eighties. The early emphasis on completing management studies has given way to an adaptation of the Management Review and Analysis Program (MRAP) techniques for substantive issues beyond management concerns. The Public Services Study, for example, is designed to offer libraries an opportunity to examine operations, management, and user needs in an effort to improve their knowledge of ongoing programs and their ability to meet changing user requirements.

Another program, the Preservation Planning Program, is now in its second year of development. Library preservation needs have long been viewed as a major concern, and this concern resurfaced during the late seventies. However, very little has been done to educate librarians in the managerial and technical apsects of maintaining collections or to help the individual librarian recognize and resolve preservation problems. OMS self-study and technical programs now being developed are an attempt to meet those needs, recognizing that important developments on the national scene must go hand in hand with institutional development.

The OMS Collection Analysis Project has been available since 1977. The value of this particular self-study is attested by the fact that it is the most demanded of all Office programs at this time. However, the topic of cooperative collection development is an initiative that has become increasingly important as the economic climate forces libraries to scale down their local collecting efforts. Analyzing cooperative efforts and encouraging programs that involve more than one library in the collection development task are current Office concerns.

Finally, the OMS investment in human resource development continues. In addition to the training programs for supervisors and managers, a major effort is directed toward training several successive groups of highly qualified librarians to serve as consultants, most of them from ARL libraries. The recruitment and training of these professionals enables the Office to expand its training and self-study efforts with their assistance. However, this is not the only reason for such a program, nor is it even a major part of the rationale. The training effort will produce a group of individuals who have the management skills and perspectives to bring to both their current positions and future, more advanced, responsibilities in their home libraries. In training individuals to recognize and assist development efforts and needs in many libraries, the profession gains immeasurably in providing an increasing number of libraries with better administrators.

The approaches to management development and organizational problem-solving provided by the OMS are meant to place research libraries in a proactive stance regarding environmental pressures. In the future, the issues may change, but the basic challenge to adapt, to change, and thereby to grow in a demanding environment will continue to require the best thinking, creativity and ingenuity in academic librarianship. The following report chronicles the current OMS attempts to aid libraries in responding to the challenges of the eighties. The report concludes with a brief review of priorities for developmental activity in 1981.

II. HIGHLIGHTS OF OMS ACTIVITIES IN 1980

* Twenty-eight libraries participated in the ACADEMIC LIBRARY PROGRAM during 1980. Within the ALP, the Office continued to develop modular programs to allow libraries to conduct discrete segments of each program as well as to complete full self studies:

  The MANAGEMENT REVIEW AND ANALYSIS PROGRAM was under way at Ball State University, with a report expected in early 1981.

  Three libraries worked with the ORGANIZATIONAL SCREENING PROGRAM: Syracuse University, Temple University and North Texas State University.

  The COLLECTION ANALYSIS PROJECT (CAP) assisted seven libraries in initiating or pursuing self-studies: Case Western Reserve University, McGill University, the University of Maryland, the University of Illinois, the University of British Columbia, the University of Notre Dame and Franklin and Marshall College.

  Full-scale program reviews within the framework of the ACADEMIC LIBRARY DEVELOPMENT PROGRAM began at Southeast Missouri State, and the University of the Pacific.

  In addition to the 20 libraries in Indiana, Illinois and Michigan, libraries completing the PLANNING PROGRAM FOR SMALL ACADEMIC LIBRARIES under the Lilly Endowment grant, St. Olaf College and Carleton College, and Transylvania University are participating. Lilly has awarded the OMS a $39,000 grant to complete the project.

* The ACADEMIC LIBRARY PUBLIC SERVICES STUDY, a new effort to involve library staff in reviewing public services, user needs, university support and library capabilities, began with a series of workshops at the University of California, Berkeley. A survey of public services policies and practices among ARL libraries was completed, and design of a manual for the self-study process was begun. As the year ended, Office staff prepared to assist the University of Houston in the conduct of a public services study.

* The first ACADEMIC LIBRARY CONSULTANT TRAINING PROGRAM class of 20 librarians chosen in 1979 was placed on self-study or training assignments. Finalists for a second class to be trained in early 1981 were chosen.

* The PRESERVATION PROGRAM funded for a two-year period by the National Endowment for the Humanities completed its first year. Pamela W. Darling began her duties as Preservation Specialist in July. In addition, a program advisory committee was constituted. A survey of preservation practices among ARL libraries was completed, two SPEC kits were published, and a preservation self-study manual was partially drafted. The University of Washington, the University of Virginia, and Dartmouth College were chosen as the pilot test libraries for the program.

* OMS staff acted as consultants for the CIRCULATION STUDY PROJECT conducted by the Associated Colleges of the Midwest under a grant from the Council on Library Resources. A Circulation Study Manual was developed and a working relationship with CAP was established.

* The SYSTEMS AND PROCEDURES EXCHANGE CENTER (SPEC) issued ten Flyers and Kits in 1980 covering the topics of Library Materials Cost Studies, Status of Librarians, On-Line Bibliographic Search Services, Retrospective Conversion, Indirect Cost Rates, Collective Bargaining, Affirmative Action Programs, Planning for Preservation, AACR2 Implementation Studies, and Preparing for Emergencies and Disasters. The Center maintained 257 subscriptions and distributed 6,000 publications.

* The ORGANIZATIONAL TRAINING AND STAFF DEVELOPMENT PROGRAM activities included four Management Skills Institutes, 14 Special Focus workshops, and the training film service. Maureen S. Schechter joined the staff as Training Program Specialist.

* A new program intended to help selected librarians complete issue-oriented research and publication projects has been launched. The papers produced by the first two participants, Joanne Euster and William Jones, for the COLLABORATIVE RESEARCH/WRITING PROGRAM will be published early in 1981.

III. THE ACADEMIC LIBRARY PROGRAM

During the past ten years, the OMS has directed most of its resources toward the development of the Academic Library Program (ALP). This program now comprises eight major study areas, ranging from the first study -- the Management Review and Analysis Program -- to the newer areas of preservation, consultant training, and the embryonic public services program. Twenty-eight libraries participated in these programs during 1980. Consequently, the Office expends much staff time and energy on program operation and continuity, as well as innovation and training for additional consultant help.

The Academic Library Program is based on the assumption that particular methods of managing constructive change will facilitate improvement of the nation's research libraries. In a society where change is synonymous with daily life, it has nevertheless often proved difficult to introduce organizational planning for future development without formal mechanisms. While understanding the dynamics of organizational development is useful in this context, it is often not sufficient to assure results. The OMS approach is designed to provide concrete assistance for libraries in their efforts to address a variety of organizational and management concerns.

The ALP is a formal process that allows libraries to study particular problems and to develop recommendations for improvement. This process employs an assisted self-study approach, a cooperative endeavor involving OMS staff or consultant trainees of the OMS and staff members of participating libraries. The role of the OMS staff is to provide resources such as manuals, questionnaires, sample reports, on-site consultation, training for participants, and a review of the project results. Working with OMS staff, each library selects the type of study that appears to offer the best approach to addressing its current and future needs. A study team appointed by the library director conducts the study and produces a report. Normally, the report consists of several parts:

* A description of the current situation and future plans.
* An assessment of strengths and weaknesses.
* A set of recommendations for specific actions to improve library administration and operation.

A relatively recent development in the program has been the use of modules of individual studies. For example, within the Collection Analysis Project, participants can choose among studies involving history and development of the collection, environmental forces influencing collection development, collection goals and policies, materials fund allocation, operating practices, collection assessment, and resource sharing. Because a full study may require nine to fifteen months' work while a module might be done in six to twelve weeks, many libraries that cannot afford to devote the amount of time and money required for a full study are able to participate in a modified program.

The activities of the Office within each ALP area are described below.

MANAGEMENT REVIEW AND ANALYSIS PROGRAM (MRAP)

This program is a systematic examination of the management functions that are a part of most mid-size and large academic libraries. Program modules from which libraries may select include planning, budgeting, policy-making, management information, supervision and leadership, organization, personnel practices, staff development, and executive leadership. MRAP is designed for libraries with more than fifty staff members.

As the first self-study designed by the Office, MRAP has been the most widely used, with reports available from more than 25 participants. During 1980, OMS staff and Howard Dillon, of the Consultant Training Program's first class, assisted Ball State University in applying the program. Ball State's study has been delayed, but a report is expected early in 1981. During 1980 four training/planning onsite sessions were held at the University.

ORGANIZATIONAL SCREENING PROGRAM

This program assists libraries in conducting a brief assessment of their current organizational situation. In some cases, this may be intended to produce specific recommendations for change, such as a staff reorganization; in others, it may lead to a more comprehensive analysis. Topics addressed may relate, for example, to distribution of work, organizational structure for staff, layout of physical facilities, or forecasting long-term financial trends and library acquisition patterns.

Temple University finished its study of library staff organization early this year with the aid of OMS staff and consultant trainee Marianne Kozlowski. Syracuse also completed a study of facility layout early in the year. North Texas State University finished an organization and staffing study with the assistance of Joanne Euster, a consultant trainee.

COLLECTION ANALYSIS PROJECT (CAP)

CAP is designed to help academic libraries assess their collection development practices and policies, and includes modules on collection history and description, collection objectives and policies, materials fund allocation, organization and staffing of collection development functions, collection assessment, preservation, and resource sharing. The project can be used by both large research libraries and libraries with smaller collections.

CAP is currently one of the most active OMS projects. During the past year, seven libraries participated, and an equal number of consultant trainees were assigned to assist with the studies. The names of the participating libraries and the consultant trainees working with OMS staff are as follows:

McGill University	Phyllis Jaynes
Case Western Reserve University	Jutta Reed Scott

University of Illinois	Sheila Dowd
University of Maryland	Grace Reed
University of British Columbia	Donna McCool
Franklin and Marshall College	Sara Whildin
University of Notre Dame	Jordan Scepanski

Arrangements have been made to begin additional CAP studies in 1981 at George Washington University and the University of Illinois-Chicago Circle. Other CAP activities during 1980 included a proposal to the Inter-University Council of the North Texas area for a cooperative collection development survey, and a workshop on cooperative collection development for 500 Missouri librarians. As an outgrowth of the Associated Colleges of the Midwest circulation study, the Office is starting a Collections Use and Assessment Project to be conducted by the OMS and the Cooperative College Library Center in Atlanta.

ACADEMIC LIBRARY DEVELOPMENT PROGRAM (ALDP)

This study was designed under a separate grant from the Council on Library Resources and was integrated into the Academic Library Program as part of the Office's current funding arrangements. The ALDP is geared to small and mid-sized academic libraries with staffs of not less than 20. It provides a comprehensive review of all aspects of library programs and includes modules for assessing operations, services, management practices, facilities and changing technological needs.

Southeast Missouri State University began participation in the ALDP during the fall.

PLANNING PROGRAM FOR SMALL ACADEMIC LIBRARIES

This program allows libraries with less than 20 staff members to develop a plan for improving their capacity to participate fully in instructional and research programs. The study initially was supported by the Lilly Endowment, Inc. During 1980, fifteen Indiana libraries participated in the program under the Lilly grant.

Although the grant concentrated the initial use of the program in Indiana, it is now being offered elsewhere as well, and several non-Indiana libraries began participation during the year. Lilly has awarded OMS a supplementary grant in the amount of $39,190 to complete the studies now in progress.

The following libraries and consultant trainees were engaged in studies under this program during 1980:

St. Olaf/Carleton	Fred Heath
Transylvania	Charles Lowry
University of the Pacific	OMS staff
Goshen	George Soete*
Hanover	William Jones
DePauw	Ann Peyton
Franklin	George Soete
Evansville	Jordan Scepanski*
North Park	Howard Dillon*
Huntington	George Soete*
St. Josephs	Bill Jones*
Illinois Wesleyan	Grady Morein*
Lake Forest	Larry Hardesty
Hope College	Grady Morein*
Wittenberg	Fred Heath*
St. Xavier	Marianne Kozlowski*

ACADEMIC LIBRARY PUBLIC SERVICES STUDY

Although there has been a great deal of attention paid to collections and collection maintenance activities, services to library users have not been the subject of extensive study. To assist in the analysis of public services, the OMS has developed the Academic Library Public Services Study, which individual academic libraries can use to assess and improve their current services programs. A major objective of the study is to assist libraries in improving their performance and responsiveness to university needs and expectations.

*Principal Consultant

Additional goals of the study are:

1. To provide tools to enable libraries to determine and analyze user patterns, needs and satisfaction levels;

2. To assist in relating the use patterns to current operating services policies and practices;

3. To design performance measures to evaluate the current services programs and to plan improvements;

4. To provide guidelines for libraries to use in designing new services activities or remodeling current programs;

5. To suggest improved methods for promoting the use of library services and enhancing the role of the library in the campus community.

Essentially in the design stages during 1980, the Public Services Study employs the assisted self-study approach common to all the Office ALP programs, and it can be used as a series of modules as well as a complete public service review.

In February, 1980, the OMS staff conducted a series of workshops for public services staff at the University of California, Berkeley. Topics included identifying user and performance problems and setting service priorities. During the summer a major survey on public services activities in ARL libraries was conducted and a series of SPEC kits planned. A manual for the study was in the drafting stages at the end of the year. OMS staff are now working with the University of Houston in conducting a public services study.

ACADEMIC LIBRARY CONSULTANT TRAINING PROGRAM

A central element of the ALP is the identification and training of up to 100 librarians as consultants over a period of five years. The first 20 librarians were trained in 1979. This program provides an opportunity for outstanding librarians to develop skills in identifying and diagnosing library problems, study the theories and concepts of library training and consultation, gain experience in the consultation process, obtain an operational understanding of OMS self-study procedures and their applications, and increase skills in facilitating groups engaged in problem-solving.

The first class of consultant trainees -- and applicants for upcoming classes -- have consisted mostly of ARL library-affiliated professionals. Thus, the program to date has succeeded in its attempt to recruit promising candidates for management preparation and development for research libraries.

The primary components of the consultant training process are: (1) an intensive two-week institute on consultation skills to acquaint participants with the array of techniques, strategies and resources available; and (2) a year-long practicum where candidates work with an OMS staff member in the conduct of a library study or training event. In addition, participants are encouraged to complete a directed reading program, design study interventions, prepare organizational assessments and participate in related workshops, institutes and conferences.

Consultants are selected on the basis of a written application, individual interviews held regionally and participation in an assessment workshop. Selections by the Program Advisory Committee, the first class of consultants and OMS staff are made on the basis of the following criteria: five years of successful library experience; demonstrated skills in dealing with colleagues, analyzing and solving problems and making decisions; demonstrated communication skills, especially openness to new ideas; tolerance for differing viewpoints and ability to articulate ideas; and the ability to devote up to 22 days to the program (on a released time or personal leave basis).

In addition, the selection process considers the candidates' experience in library self-studies, specialized management training, accomplishment in an area covered by an OMS study, and potential for working within the assisted self-study approach to organizational change and development.

Upon completing the program, participants are expected to assess their consulting interests, capabilities and potentials while determining developmental areas for professional growth; view more broadly organizational problems and opportunities within academic libraries; better understand the processes for library change and development; and better analyze and deal with organizational problems related to their own work situations.

During 1980, the first 20 participants worked with OMS staff in a practicum experience which involved co-consulting with staff members in the conduct of OMS Academic Library Program studies and training activities. Several of the trainees have been assigned to studies as principal consultants.
(See table, pp.11&12)

The OMS received 159 applications for the second class of consultants and conducted nine regional interviews for 67 candidates with the assistance of the Program Advisory Committee and members of the first class of consultants. A total of 23 finalists were invited to an assessment workshop early in 1981.

PRESERVATION PLANNING PROGRAM

In mid-1979 the Office was awarded a $151,924 grant by the National Endowment for the Humanities in support of "A Proposal to Design and Test a Self-Study Procedure to Enable Academic Libraries to Identify and Address Preservation Problems." The project is designed to help major academic and research libraries come to grips with preservation problems existing in their own institutions.

Building upon previous OMS experience with self-studies in the areas of management and collection analysis, the objective of the new project is to develop a planning process to enable individual libraries to identify, describe and assess their current preservation activities. This self-study procedure helps libraries determine internal priorities, as well as assess the potential impact of emerging national and regional developments and programs on internal collection, acquisition, retention and binding policies. The process also helps libraries develop among staff members a clearer understanding of needed actions and limits of what a library can expect to accomplish in the preservation area.

The two-year NEH project involves an initial design period during which a manual and other training materials will be produced followed by testing and evaluation of materials and procedures in three ARL member libraries. During 1980, the Program made a major advance with the recruitment of Pamela Darling, head of the Preservation Department at Columbia University Libraries. Other activities included preparation of preliminary reports for NEH, a number of site visits by the Preservation Specialist, a meeting with the ALA discussion group on preservation, and the design and distribution of a preservation practices survey as part of the SPEC program. SPEC flyers and kits based on the survey results also were prepared and distributed, as reported in the Information Exchange and Publications Program section.

A project advisory committee has been established. The committee first met in August 1980 and established criteria for selecting libraries to test the self-study procedure. Three libraries, the University of Virginia, Dartmouth, and the University of Washington were selected as project test sites.

IV. INFORMATION EXCHANGE AND PUBLICATIONS PROGRAM

The objective of this program is to facilitate and improve the exchange of ideas and materials among ARL member libraries. To that end, the OMS provides a mechanism for information sharing and analyzes selected trends and issues. During its nine years of operation, the program has emphasized the importance of effective communication in facilitating improvements in library management and operations. Its continuing mission is to expand such communication under the assumption that a more comprehensive understanding of the range of possible institutional approaches will better equip libraries to address operations and management issues.

While continuing a 1979 emphasis on personnel management themes, the program also produced publications on the topics of preservation, economic issues and the effect of technological innovations on library operations.

The SYSTEMS AND PROCEDURES EXCHANGE CENTER (SPEC) functions as an information clearinghouse that facilitates cooperation among ARL libraries by gathering and maintaining document files. From these files, the Center issues compilations of selected documents and analyses of the data. Specific needs of ARL libraries are addressed through referrals and mini-surveys on demand. SPEC also provides publications to non-ARL libraries on a subscription basis, and under a grant from the H.W. Wilson Foundation has distributed materials to accredited library schools.

During 1980, major surveys were conducted on the subjects of preservation and public services in order to interface with the ALP programs for those areas. A survey on the subject of sizes of public service and technical service staffs was conducted for Emory University, and a mini-survey on on-line data base searching was conducted for Duke University. In cooperation with the ARL Task Force on Bibliographic Control, a survey of all members on methodologies for implementation of AACR2 was conducted.

SPEC distributed 5,375 SPEC Kits and 584 other publications during the year. The number of SPEC subscribers was 257.

Ten new kits and flyers were issued during 1980:

Library Materials Cost Studies (#60 January) Many ARL libraries are attempting to create more useful cost studies by developing overall methodologies, statistical analyses, and narrative presentations. In conducting such studies, a major concern is that they reflect the unique purchasing patterns of research libraries.

Status of Librarians: An Overview (#61 February) With the increasing emphasis on librarians becoming active partners in the educational process, there is a growing concern among ARL members to more carefully define librarian status. Many ARL institutions appear to be extending and refining requirements for the hiring, promotion, and tenure of librarians. This kit replaces the December 1973 kit on the Status of Librarians.

On-Line Bibliographic Search Services (#62 March) During a period of less than ten years, search services concerns have changed from how to introduce new technology and searching capabilities to staff and users, to more long-range issues involving the management, organization, and staffing of on-line bibliographic search services and the allocation and justification of costs and fees.

Collective Bargaining (#63 April) Unionization within academic librarianship has increased in recent years, and it appears that projected difficult times for higher education will sustain a relatively high interest in collective bargaining over the next few years. This kit replaces the June 1974 kit on Collective Bargaining.

Indirect Cost Rates in Research Libraries (#64 May) As libraries today work to develop new methods for allocating indirect costs, the main emphasis is on data concerning materials costs, salaries, and types of users. This kit replaces the July 1977 kit on Determining Indirect Cost Rates.

Retrospective Conversion (#65 June) ARL members report that retrospective conversion projects enable a library to take full advantage of machine-readable data at a time when the applications of computerized catalog files are increased and as AACR 2 implementation grows near.

Planning for Preservation (#66 July-August) Since libraries are finding their collections to be seriously endangered by damaging environmental conditions and improper handling, many institutions are establishing broad programs to control and correct the problem.

Affirmative Action Programs (#67 September) Among changes in these programs are the establishment of internal systems for monitoring and reporting progress toward meeting goals; designation of affirmative action efforts as a specific responsibility for managers and supervisors and as an area included in performance appraisal reviews; and the use of job analyses and consequent redistribution of work to facilitate career ladders and to assure that individuals performing equal work are compensated with equal pay.

AACR 2 Implementation Studies (#68 October) As ARL libraries prepare for AACR 2 implementation, they are studying such areas as cataloging and technical operations, budget, staffing patterns, staff training needs, and user services and instruction programs. The kit/flyer focuses on methodologies and studies that examine the effects of AACR 2 and the abandonment of superimposition on catalog management practices, with particular emphasis on quantitative measures.

Preparing for Emergencies and Disasters (#69 November-December)
The energy and attention given a disaster plan project can benefit a library not only by reducing the likelihood of major disaster and improving the chances of recovery if it occurs, but also by enhancing staff awareness and institutional commitment to the physical care of the collection. The kit contains excerpts from committee reports, manuals, plans and case histories, and covers such areas as disaster preparedness, protecting people and property, and salvaging library materials.

V. ORGANIZATIONAL TRAINING AND STAFF DEVELOPMENT

As academic libraries work to improve their performance despite steady or declining budgets, the need to develop the supervisory and managerial skills of their staffs becomes more acute. Managers and supervisors are expected to cope with a full range of technical and personnel problems on a daily basis. Skills required for sound management and supervision have not been as widely defined or understood as those needed for technical competence. Further, most librarians who have management responsibilities often have not received formal training as managers or supervisors.

At a time when the need for management skills training is widely accepted and supported in both higher education and business, the OMS program of organizational training and staff development exists as a continuing, focused program designed specifically to meet the needs of academic libraries. A primary assumption of the Training Program is that individual staff members are more effective within an organization after they have acquired relevant managerial knowledge and skills. The program's major goals are to identify training requirements of academic and research libraries, and to provide appropriate resources and services to meet those training needs. The program seeks to identify and develop library supervisory and managerial talent, and to prepare staff for active involvement in and contribution to library programs and activities.

A priority for the Training Program for 1980 was the recruitment of a new Training Program Specialist. Maureen S. Schechter assumed the responsibilities of this position in August.

MANAGEMENT SKILLS INSTITUTES

The Library Management Skills Institutes are designed to benefit individuals with administrative responsibilities in research libraries, library staff with substantial supervisory responsibilities, and persons looking forward to careers in academic and research library management. The sessions focus on the role of the academic library manager and address specific issues such as problem-solving, motivation of staff, interpersonal behavior and skills, decision-making, effective use of groups, supervisory leadership, and communication.

Institutes are held in various locations several times each year. In addition, institutes can be scheduled at any ARL member library site, if a minimum of 20 participants can be assured. Three basic Management Skills Institutes were held in 1980, in San Diego, Minneapolis, and Columbia, Maryland. A total of 145 librarians participated in these events. Members of the first class of consultant trainees who assisted with these institutes include Roger Parent, Neosha Mackey, Marianne Kozlowski, William Jones and Keith Cottam. An advanced level institute was scheduled but was cancelled due to insufficient enrollment.

SPECIAL FOCUS WORKSHOPS

These training events include a number of one or two-day programs designed to meet the specific training needs of staff at individual academic libraries. As short, in-house workshops, these events usually focus on one topic such as communication skills, basic supervisory skills, or performance appraisal. The host library's supervisory or middle management staff usually attend the workshops.

In addition, the OMS staff conducted workshops for library associations and made presentations to a number of groups. These programs are included in the following list of Special Focus Workshops for 1980.

Sponsor	Topic and Number of Participants
1. Emory University	Performance Appraisal (20 participants)
2. Rice University	Supervisory Skills (29 participants)
3. Tulane University	SPEC/OMS Resources (30 participants)
4. University of California, Berkeley	Public Services (140 participants)
5. Duke University	Supervisory Skills (29 participants)
6. Special Library Association	Organizational Analysis (50 participants)
7. Network Advisory Committee, Washington D.C.	Ownership and Distribution of Machine Based Bibliographic Records (28 participants)
8. District of Columbia Library Association	Library Problem Solving (150 participants)
9. University of Kentucky Community College System	Supervisory Skills (65 participants)
10. LIBRIS	Small Library Planning Program (35 participants)

11.	American Library Association Public Services Discussion Group	Problems Facing Library Service Staff (20 participants)
12.	Association of College and Research Libraries/LOPA	Accreditation (40 participants)
13.	Missouri Library Association	Cooperative Collection Development (500 participants)
14.	Maryland Council of Academic Library Directors	Dealing with Staff Problems (39 participants)

MANAGEMENT TRAINING FOR THEOLOGICAL LIBRARIANS

In 1979, the Office assisted a group of theological librarians in planning a management training program designed to meet the special needs of their libraries. The program was financed by a grant from the Rockefeller Foundation. In 1980, a similar five-day workshop was held on the Princeton University campus. This second workshop was attended by 38 theological librarians, about half of whom had attended the first workshop in July, 1979. The second event was designed to provide more advanced management training to those who had attended the first event as well as to give basic training to those who attended for the first time. Grace Reed, a member of the first group of consultant trainees, assisted the OMS staff at the workshop.

MANAGEMENT TRAINING FILM PROGRAM

The Office makes available selected management films and accompanying training materials packages, on a subscription basis. Eleven films, carefully chosen for relevant management concepts, are now available. Subjects addressed in these films include: supervisory skills and responsibilities, performance appraisal, dealing with problem staff members, leadership styles, and motivation. The training material package translates the concepts in the film to the library setting, provides a summary of the film, and a list of suggestions for discussion leaders. The latter are designed to be used to make the film a more valuable training experience for library staff members.

VI. APPLIED RESEARCH AND DEVELOPMENT

Since the Office does not have the resources to maintain an extensive research program, most investigations and design work are tied directly to other programmatic activities such as the Systems and Procedures Exchange Center or the Academic Library Program. The Office does operate small separately-funded projects, contributes to study projects operated by other agencies, and encourages the investigation of managerial concerns facing academic and research libraries.

COLLABORATIVE RESEARCH/WRITING PROJECT

This program, initiated in 1979, is intended to enable librarians to work with OMS staff in joint research and writing activities leading to the authorship of publications which will be part of the ongoing OMS library management series.

Participants are provided with OMS guidance and support as follows: aid with survey and research techniques, access to OMS resources and files, access to academic libraries and on-site visits, editing, clerical support, enrichment of understanding of current academic concerns from a management perspective, and production of publications.

The first two participants in the project, Joanne Euster and William Jones, studied the topics of internal library communication and compensation structures in ARL libraries. Their papers have been received and reviewed by OMS staff with publication expected in 1981.

THE ACM STUDY

OMS staff members serve as consultants for the Associated Colleges of the Midwest Circulation Study funded by the Council on Library Resources. A study manual has been prepared, and planning for wide use of the manual led to the proposal for a Collections Use and Assessment Project. This project will be conducted by the OMS and the Cooperative College Library Center in Atlanta in 1981. Furthermore, libraries participating in the Planning Progam for Small Academic Libraries are using the circulation study manual. A revision of the manual is scheduled for 1981.

VII. OMS PRIORITIES FOR 1981

The Office of Management Studies reviews its program priorities annually with the assistance and advice of the OMS Advisory Committee established by the ARL Board of Directors. The committee meets at least four times a year to review activities and priorities, and to plan future programs. OMS priorities comprise developmental, operational and internal needs.

The major developmental priorities for 1981 are the Preservation and Public Services Study programs. Both are well underway, but each requires refinement, testing and further analysis. Completion of program manuals and testing the studies in pilot project libraries are the major priorities. In addition the Collection Use and Assessment Project for Small Academic Libraries should see further development, including preparation of a working manual and pilot studies.

Operational priorities relate to the ongoing OMS programs. During 1981 the Small Academic Libraries Planning Program studies should be completed and the Office plans to schedule up to 20 additional self-study projects under the ALP. The trainees in the second class of consultants will attend an intensive two-week institute and all will be involved in some project experience or training activity. The process of selecting a third class of consultants will begin. A major review of the Collection Analysis Project's impact on participating libraries also is scheduled.

The Systems and Procedures Exchange Center will conduct several surveys, issue ten kits and flyers, and assist in the preparation of self-study manuals. Preservation and public services will receive heavy emphasis in the publication program. Topics scheduled for coverage are external user services, fees for service, service to disabled users, preservation of materials, professional development, microcomputers and internships.

The two publications from the 1980 Collaborative Research/Writing project will be produced and OMS will move ahead with the next phase of this program which includes working with a larger number of consultants in the preparation of SPEC kits and flyers.

The present training programs will be maintained at current levels, including in 1981: three basic Management Skills Institutes, 15 Special Focus workshops, and maintenance of the training film program. An Advanced Management Skills Institute is scheduled for November, 1981, and an additional basic Institute will be held at Ohio State University in June, 1981. Special training projects such as management resource workshops and collection assessment workshops will be considered as funds become available.

The Association is presently planning to extend its direct financial support of OMS programs to assure their continuity. The new approach to fiscal planning will center around ARL support to allow long range planning of services, studies, staffing and resources. Three major sources of support will be extended to assure continuity: the ARL contribution, cost recovery and supplementary support from a variety of funding agencies.

The planning for OMS program development is based on a broad and continuing assessement of member needs and capabilities. Several methods are used for securing information on these needs as well as monitoring the availability of OMS programs including: OMS staff working with member libraries, evaluation of specific training, study and publication activities, OMS Advisory Committee ideas and insights, the ARL Executive Staff, the ARL Board of Directors, advisory committees set up for specific projects, and comments from individual library directors and staff members. As the Office begins a second decade of work, elements of change appear in specific program elements, but responding to libraries' needs continues to be the major determinant of Office activity and the hallmark of its philosophy.

VIII. APPENDICES

A. BIBLIOGRAPHY OF OFFICE OF MANAGEMENT STUDIES PUBLICATIONS AND RELATED DOCUMENTS IN 1980

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B. FINANCIAL DATA[1]

Table 1

SOURCES OF FINANCIAL SUPPORT FOR OMS PROGRAMS IN 1979/1980[2]

1.	Association of Research Libraries	$ 55,000
2.	Council on Library Resources	$ 60,000
3.	Andrew W. Mellon Foundation	$ 50,000
4.	Lilly Endowment	$130,657
5.	H.W. Wilson Foundation	$ 9,804
6.	National Endowment for Humanities	$ 32,869
7.	Interest on cash reserve	$ 4,162
8.	Cost Recovery	$111,767
	TOTAL	$454,259

[1]Detailed OMS financial reports are regularly included in the ARL minutes as part of the audited ARL accounting statements.

[2]Fiscal Year October-September

Table 2

OMS PROGRAM EXPENDITURES IN 1979/80

1.	Research & Development	$ 10,200
2.	Academic Library Program	$135,211
3.	Information Collection & Dissemination	$ 62,500
4.	Training	$ 47,100
5.	Separately Funded:	
	a. NEH Preservation Project	$ 32,869
	b. Lilly Small Library Planning Program	$130,657
	c. Wilson SPEC Distribution to library schools	$ 9,804
6.	OMS operations, planning & grant management	$ 26,600
	TOTAL	$454,941

Table 3

OMS LINE ITEM EXPENDITURES IN 1979/80

1.	Salaries and Benefits	$211,763
2.	Consultant Fees	$ 9,724
3.	Travel	$ 67,251
4.	Supplies and Materials	$ 37,135
5.	Printing and Duplicating	$ 34,444
6.	Equipment	$ 69
7.	Other costs	$ 29,555
8.	Grants to institutions	$ 65,000
	TOTAL	$454,941

C. OMS ADVISORY COMMITTEES

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D. OFFICE OF MANAGEMENT STUDIES STAFF IN 1980

Duane E. Webster, Director.

Pamela W. Darling, formerly with Columbia University Libraries, joined the staff in July as Preservation Specialist. Her office is at the Columbia University Library School, New York City.

Jeffrey J. Gardner, Associate. Principal staff officer for CAP.

Maureen S. Schechter, formerly at the University of Maryland Libraries, joined the staff in August 1980 as Training Program Specialist, with responsibility for training activities, workshops and institutes, and the training film program.

Maxine K. Sitts, Information Services Specialist. Publications program and research services.

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P. Grady Morein left the OMS to become library director at the University of Evansville, Evansville, Indiana. He was responsible for the Planning Program for Small Academic Libraries.

Deanna B. Marcum left the Office to join Information Systems Consultants, Inc. She had served as the OMS Training Program Specialist.